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ABSTRACT

The California Basic Educational Skills Test (CBEST) was developed as the means by which applicants for teaching or service credentials could demonstrate proficiency in reading, writing, and mathematics. Demonstration of proficiency in these skills was required for the issuance of a credential starting February 1, 1983. When examinees registered for the test, they filled out a background questionnaire. Responses to questions were analyzed in relation to the pass-fail determination made on the basis of test scores. Factors which appear to have some relationship to CBEST performance are: (1) full-time vs part-time attendance for students working toward a baccalaureate degree; (2) attendance at a community college prior to enrollment in a four-year institution; (3) whether or not an examinee had received any tutorial work in these skills after graduating from secondary school; (4) country in which secondary school education was obtained, and facility in English compared with another language; and (5) sophomore and senior grade-point averages. Eleven tables are included in the body of this report, which deals specifically with only some of the background questions. Appended are 14 additional tables and the CBEST background questions. (JMK)

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CBEST PERFORMANCE IN RELATION TO PERSONAL BACKGROUND FACTORS

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CBEST PERFORMANCE IN RELATION TO PERSONAL BACKGROUND FACTORS

Executive Summary

The California Basic Educational Skills Test (CBEST) was developed as the means by which applicants for teaching or service credentials could demonstrate proficiency in reading, writing and mathematics. Demonstration of proficiency in these skills was required for the issuance of a credential starting February 1, 1983.

There were four regularly scheduled administrations of the test, and one field test administration, during the first year the test was offered. At the time examinees registered to take the test, they were asked to provide information on some background questions. Responses to these background questions made by all examinees who took the test in the first year have been analyzed in relation to the pass-fail determination made on the basis of the test scores.

The analysis of these data can be considered only as descriptive of the group of examinees who took the test. The nature of the data collection and resulting analysis procedures preclude any generalizations about present or prospective teachers, higher education institutions, or teacher preparation programs. Additionally, the questions must be considered to deal in a very general way with factors that are necessarily quite complex. The analysis can be useful only to suggest possible areas for more detailed studies by institutions of higher education as they plan for the development of these skills by students interested in teacher preparation who may be lacking in one or more of the skill areas.

Factors which appear to have some relationship to CBEST performance are:

1. Full-time vs part-time attendance for students working for a baccalaureate degree. Of the 79 percent who attended full-time, 63 percent passed the test; of the 21 percent who attended on a part-time basis, only 49 percent passed the test.

2. Attendance at a community college prior to enrollment in a four-year institution. Those examinees who attended only four-years institutions had a CBEST passing rate about 10 percent higher than those who had first attended a community college. This was true for those currently working for the baccalaureate degree and for examinees who already hold the degree. This finding undoubtedly reflects the differential admissions policies implicit in the structure of public higher education in California.

3. Whether or not an examinee had received any tutorial work in these skills after graduating from secondary school. Those who had received tutorial help in reading, with or without tutorial work in other skills, had an appreciably lower passing rate on CBEST than did those who had not received such help.

4. Country in which secondary school education was obtained, and facility in English compared with another language. These are obviously important factors in the demonstration of skills in English, and illustrate the potential impact that the English skills requirement will have on the credentialing of potential teachers who immigrate from countries where English is not the common language.

5. Sophomore and senior grade-point average. There is a relation between recollected grade-average in college and CBEST performance, although for the total group the relationship is relatively low. The relationship might be somewhat higher if the data were analyzed separately for each institution.

The Commission is required by law to publish data on passing rates by higher education institution attended, and has done so after each administration of the test. The colleges and universities vary widely, in some cases by design, with respect to the kinds of students they serve. Institutional variability was investigated for three of the factors that appeared to be most related to CBEST performance.

1. The percent of examinees attending college full-time to obtain a baccalaureate degree ranged from about 92 percent at one campus to about 57 percent at another.

2. The percent of examinees working for a baccalaureate degree who had attended only four-year institutions ranged from 74 percent to 22 percent. The percent of those who already hold baccalaureate degrees who had attended only four year colleges ranged from 93 percent at one institution to 22 percent at another. There was virtually no overlap between the California State University (CSU) campuses and the other institutions; Generally, more than about half of the CSU students or alumni had attended a community college prior to entering a four-year institution.

3. There is important variability among institutions in the proportions of students or alumni who have had skills tutorial work, but there are appreciable percentages of examinees for most institutions who have had no such assistance. There do not appear to be marked differences between the CSU campuses and other public or private campuses.

Some data analyses were directed to the factors that might be useful in understanding better the differences in CBEST passing rates for various ethnic groups. Relatively little useful information was obtained, probably due to the fact that the background questions were necessarily general, while the factors relating to these differential rates are complex and interrelated in different ways for different groups and institutions.

CBEST PERFORMANCE IN RELATION TO PERSONAL BACKGROUND FACTORS

Introduction

Legislation was passed in 1981 and 1982 that prohibited the Commission on Teacher Credentialing from issuing credentials authorizing teaching or other professional service in the public schools until the applicant had demonstrated proficiency in reading, writing and mathematics in the English language. This legislation, which took effect on February 1, 1983, also required demonstrated proficiency in these skills for employment under certain conditions.

The Superintendent of Public Instruction developed and adopted the California Basic Educational Skills Test (CBEST) as the means by which credential and employment applicants could satisfy the skills proficiency requirement. The general specifications for the skills to be measured by this test were established by an Advisory Board set up in accordance with requirements in the legislation. The actual test questions were developed, reviewed and chosen by test development committees composed of California school and college faculty members.

The CBEST is composed of three separately timed sections--one section for each of the three skill areas. The reading and mathematics sections include only multiple choice questions; the writing section required written essay responses on two topics. A different form or edition of the test is used at each administration of the test, although there are a limited number of questions in any one form that have previously been used in another form. The use of questions that are common to two forms of the test permits the reporting of scores on a scale that controls for differences in the difficulty of the several forms.

The passing standards were originally set in terms of the raw scores--the number of questions answered correctly on reading and mathematics and the essay grades assigned by the readers--or the first form of the test, but have been converted to, and stated in terms of, this reported score scale. An examinee will be determined to have passed the test if he/she obtains a total score (sum of reading, writing and mathematics) of 123, with no section score lower than 37.

Report Purposes and Limitations

The CBEST was administered at one field-test and four regularly scheduled administrations (December 1982 and February, May and July 1983) during the first year of the testing program. At the time examinees registered to take the test at one of these administrations, they were requested to provide certain kinds of information about their educational background, current employment status, and reasons for taking the test. These background questions and the possible responses are presented in Appendix A.

After each administration, data were published showing passing rates for the total group of examinees tested, and for subgroups identified on the basis of responses to the questions related to:

Reasons for taking the test (Question 10)

Credential for which the CBEST is being taken (Question 11)

Current employment status (Question 12)

Sex

Ethnic group membership (Question 26)

These reports presented information for the most recent administration and for the year-to-date. Therefore, the report for the July administration presented data based on the responses to these questions for the entire first year, which were discussed in that report. One table from that report is presented in Appendix B of the present report for the sake of completeness, but is not discussed here.

The particular purpose of this report is to provide detailed information on the relation of the other background questions not previously presented to CBEST performance. Data are also provided on the diversity among higher education institutions and ethnic groups on some of the more important background factors that are related to CBEST performance.

The statistics provided in this report must be considered to be only descriptive of the people who took the test. No generalizations can be made about all present or prospective teachers, about California higher education or higher education institutions, or about teacher preparation programs. Additionally, these data cannot support any inferences about causation. The major value of the report may be to suggest questions that might profitably be pursued in more detail through the systematic and planned collection of data at one or more institutions of higher education having teacher preparation programs.

The limited resources of the Commission available for studies of this kind required that the data analysis of background questions and CBEST performance be restricted to treatment of the CBEST scores as pass-fail. This coarse grouping of detailed score data may result in some relatively minor loss of information about the relation of scores to other factors, but it is also true that the primary purpose of the test is to make the pass-fail decision; except for insuring the most reliable differentiation in the region of the passing scores, the score detail in the high and low ranges is somewhat irrelevant.

Finally, as noted above, all of the information on examinee background is based on self-report by the examinees. There is some detailed information in the responses that indicates a small amount of error in the responses; i.e., a small percentage of examinees have given responses that are internally or logically inconsistent. Additionally, examinees were advised that providing this information was optional, and that it would be used only for research purposes. The detailed tablesreporting the data show the numbers of examinees who did not respond to each question, but there has been no attempt to determine

any characteristics of the nonrespondents other than their pass-fail status on the test. In any case, the self-reported background information cannot be verified independently, and may include some unknown amount of erroneous information.

Factors Related to CBEST Performance

Three tables at the end of the report (Tables 12-14) present the detailed data analysis results for three groups of examinees:

1. All examinees.
2. Those examinees who said they were currently attending college to obtain a baccalaureate degree (Question 15, Response (a)).
3. Those examinees who said they had already been awarded a baccalaureate degree (Question 15, Response (b)).

To simplify discussion of these results, statistics have been derived from these data, and are presented in the first set of tables in this report. The response percentages in these tablesare based only on actual respondents.

Current Full-time and Part-time College/University Attendance

Data presented in Table 1 show that 79 percent of those currently working for a baccalaureate degree are attending college full-time, and that the passing rate for these examinees is appreciably higher (63%) than it is for those attending part-time (49%). There is no information available that might be useful in accounting for this difference in passing rate.

This table also shows that 61 percent of those examinees who already hold a baccalaureate degree are currently enrolled on a full-time or part-time basis in an institution of higher education, with approximately equal numbers in each of the two groups. There appears to be no important difference in the CBEST passing rates between any of the combinations of the three groups of examinees holding baccalaureate degrees.

Table 1

Current College Attendance Status

	Attending for Baccalaureate N = 5,973		Hold Baccalaureate N = 26,209	
Student Status	Response Percent	Passing Rate	Response Percent	Passing Rate
Attending Full-time	79	63	31	70
Attending Part-time	21	49	30	68
Not Attending	-	-	39	72

Recency of College/University Attendance

Of those examinees who hold baccalaureate degrees and are not currently enrolled in a university or college program, slightly less than 30 percent have not attended a college or university within the previous nine years. There does not appear to be any consistent relation between CBEST performance and recency of college attendance. There are no data available to know whether recency of college attendance is related to age, nor is there information available on the intervening employment or other activities of these examinees who have not been enrolled in a college or university during these years.

Table 2

Recency of College Attendance of CBEST Examinees Not Now Attending College

	Hold Baccalaureate N = 9,928	
Last College Attendance	Response Percent	Passing Rate
1-2 Years Ago	31	71
3-9 Years Ago	41	69
10 or more Years Ago	28	76

Pattern of College Attendance

Question 14 on the background questionnaire was intended to provide information on whether there is a relation between CBEST performance and attendance at a community college prior to four-year college, and between CBEST performance and transfers between four-year colleges. Data presented in Tables 12-14 indicate that there is little difference in the passing rates of those who transferred between four-year colleges, but there are appreciable differences in the passing rates of those who did and did not attend a community college. Data relevant to this latter difference are summarized in Table 2.

These data show that there is a marked difference between the percent of examinees currently working for a baccalaureate degree who attended a community college (53%) and the corresponding percentage (39%) for those who already have the degree. The differences in the CBEST passing rates are, however, remarkably consistent whether one is comparing the difference between pattern of college

attendance within each of the two major subgroups of examinees, or is comparing the difference between the degree status for a given pattern.

Given the current structure of the California higher education system and related admission policies, the differences in CBEST passing rates as related to community college attendance is not surprising. It suggests that CBEST performance is to some extent, at least, related to secondary school achievement and grades.

Table 3

Pattern of College Attendance

Pattern	Attending for Baccalaureate N = 6,487		Hold Baccalaureate N = 26,353	
	Response Percent	Passing Rate	Response Percent	Passing Rate
One or More Four-Year Colleges	47	65	61	75
Community College and Four-Year College(s)	53	55	39	66

Post-Secondary School Skills Tutorial Work

There has been increasing emphasis in recent years on programs designed to improve the basic skills of those who appear to be relatively weak in one or more of these skills. These programs are offered with varying emphases and structures at both community colleges and four-year institutions. Information describing the reported experience of examinees with respect to tutorial work in these areas is presented in Table 4.

As noted above, the base for the response percents shown in this table is the number of people who gave a response to the question. The number of examinees who did not respond to this question was markedly higher than the nonresponse number for any other question for both groups. There does not appear to be any obvious reason for this high nonresponse rate, but it may have had some effect on the statistics presented in Table 4.

Table 4 shows that 36 percent of those examinees who are currently working for a baccalaureate degree have had some skills tutorial work, while only 29 percent of those who hold the degree had such extra work. This may be related in part to the difference in the percents of each of these groups who had attended a community college, but this possibility has not been investigated analytically.

In general, those who did not have extra tutorial help had a higher passing rate than those who did require such help, but for both groups there is an exception if the tutorial work was limited to the combination of writing and mathematics. In every instance where tutorial work was needed in reading, the CBEST passing rate was lower. This is not particularly surprising, of course, since reading is so fundamental to learning in general; it may, however, also be a reflection of the fact that the emphasis in the mathematics test on problem solving places a rather heavy emphasis on reading ability as well.

Table 4

Post-Secondary School Skills Tutorial Work

	Attending for Baccalaureate N = 5,299		Hold Baccalaureate N = 22,773	
Tutored Skills	Response Percent	Passing Rate	Response Percent	Passing Rate
None	64	62	71	73
Reading Only	5	52	4	55
Writing Only	7	54	6	66
Mathematics Only	5	58	4	65
Reading and Writing	4	41	3	58
Reading and Mathematics	1	41	1	67
Reading, Writing and Mathematics	10	60	8	68
Writing and Mathematics	4	74	3	78

Country of Secondary School Attendance and Language Preference

Data are presented in Table 5 on the CBEST passing rates for examinees identified on the basis of the country in which they attended secondary school (for more than two years) and on the basis of the language in which the examinees are most comfortable at the time the test was taken. The passing rates are nearly identical in the two sections of the table for the two groups. It seems reasonable to assume that there is a very high relationship between country of high school attendance and English language facility.

It should be noted that the legislation requiring demonstrated skills proficiency specified that the test measure the basic skills in English. The very low passing rate for those who are not comfortable in using the English language does not, of course, indicate that these examinees are deficient in these skills in their own language.

Table 5

Country of Secondary School Attendance and Current Language Preference

Response	Attending for Baccalaureate		Hold Baccalaureate	
	Response Percent	Passing Rate	Response Percent	Passing Rate
Country	N = 6,494		N - 26,744	
United States	95	61	95	72
Other Country	5	28	5	36
Language	N = 6,483		N = 26,662	
English	97	60	98	71
Other	3	15	2	20

Reported Sophomore and Senior Grade-Point Averages

In order to obtain an initial approximation of the relation between CBEST performance and grade-point averages, examinees were asked to give estimates to the best of their recollection of their grade-point averages at the end of the sophomore and senior years in college. Such estimates must be considered to be tenuous, and particularly so for those who received their baccalaureate some years prior to taking the CBEST. Nevertheless, since basic skills proficiency is so fundamental to performance in higher education, the use of these tenuous estimates seemed preferable to having no information at all.

It should also be noted that scales may vary from one institution to another. More important, standards for the assignment of grades and procedures for computation of grade-point averages vary from college to college. Ideally, analyses of CBEST performance and grade-point averages should be done separately for each institution. Available time and resources did not permit analysis of these tenuous estimates of grade averages separately by institution for this study.

Data are presented in Tables 6 and 7 for sophomore and senior year grade-point averages respectively. For both grade-point averages and both groups (Attending for Baccalaureate and Hold Baccalaureate) the passing rate increases as the grade-point averages increase. The correlation coefficient describing the statistical relationship between the estimated grade average and the pass-fail determination

on the CBEST is also shown. Correlation coefficients can vary from .00 (no relation) to 1.00 (a perfect relationship).

The correlation between the grade-point averages and pass-fail status on the CBEST is relatively low. The fact that there is a positive relationship at all in view of the limitations on the analyses discussed in the paragraphs above is rather remarkable. The collection and analysis of similar, but more accurate information by colleges for enrolled students who take the CBEST during the current year may be useful in identifying students who may need special help to satisfy the CBEST requirement.

Table 6

Reported Sophomore Grade-Point Average

Sophomore Grade-Point Average	Attending for Baccalaureate N = 6,361		Hold Baccalaureate N = 26,202	
	Response Percent	Passing Rate	Response Percent	Passing Rate
3.50-4.00	18	77	17	84
3.00-3.49	40	62	40	73
2.50-2.99	31	49	32	63
2.00-2.49	9	46	10	60
Less than 2.00	1	50	1	67
Correlation	.21		.16	

Table 7

Reported Senior Grade-Point Average

Senior Grade-Point Average	Attending for Baccalaureate N = 4,843		Hold Baccalaureate N = 26,308	
	Response Percent	Passing Rate	Response Percent	Passing Rate
3.50-4.00	20	79	21	82
3.00-3.49	45	61	47	72
2.50-2.99	29	45	27	61
2.00-2.49	5	34	5	52
Correlation	.27		.19	

Higher Education Institutional Diversity

The Commission has been publishing information about the CBEST passing rates by institution attended, as required by legislation, after each administration of the test. It is known that the various higher education institutions having Commission approved credential programs are quite diverse, and designed to meet the needs of different kinds of students. There were insufficient data to support analyses of these background question responses after each administration, and so the passing rates had to be published without data about institutional differences.

The tables in this section of the report are intended to provide information on the variation among institutions on the three background factors which had an appreciable relation to CBEST passing rates, as presented in the preceding section. The factors were:

Percent of currently enrolled students working for a baccalaureate degree who are attending college full-time

Percent of currently enrolled students and of alumni who attended only a four-year college

Percent of currently enrolled students and of alumni who had no skills tutorial work

As shown in the notes for a table, data were analyzed for an institution, and could be tallied for these tables, only if the institution had at least 100 currently attending students who took the CBEST during the year, or if they had at least 100 alumni who took the test during the year. There was, however, one California State University (CSU) campus that had fewer than 100 currently enrolled students who took the test, and an exception to the first rule was made for this campus in order that all CSU campuses be represented.

Full-time College Attendance

Table 8 represents the distributions by institution of the percent of students who were currently attending full-time to obtain a baccalaureate degree at the time of testing. It shows that 90-95 percent of the tested students at four CSU campuses and one private college were attending full-time. At one other CSU campus, however, only 56-59 percent were attending full-time, and at another 60-65 percent were attending full-time.

To the extent that full-time vs part-time attendance is a factor that is related to CBEST passing rates, for whatever reasons, this factor may contribute to the variation in passing rates among institutions.

Table 8

Distributions of Percent of Students in Full-time Attendance for the Baccalaureate Degree at Various Colleges and Universities

Percent in Full-time Attendance	Number of CSU Campuses	Number of Private Colleges	Number of Total
90-95	4	1	5
84-89	4	0	4
78-83	5	1	6
72-77	2	0	2
66-71	2	0	2
60-65	1	0	1
56-59	1	0	1
Number	19	2	21
Median Percent	82	86	82

Note: Data for a college were used for this table only if 100 or more students took the CBEST, except for one CSU campus having fewer than 100 students who took the test.

Attendance Only at Four-Year Institutions

Distributions of the percent of students and the percent of alumni who attended only four-year institutions are presented in Table 9. For students working toward a baccalaureate at the time of testing, there were four CSU campuses where about half of the students had attended only four year institutions. There were five campuses where 30 percent or less of the students had had all their higher education at a four-year institution; seventy percent or more of the students on these campuses had started at a community college first. About 70 percent of the students currently seeking baccalaureate degrees at the two private institutions who took the CBEST had attended only a four-year institution.

The data presented for alumni who took the CBEST show essentially the same distribution of percents for the CSU campuses as were shown for current students. There is only one University of California (UC) campus that shows as low a percentage of alumni who attended only a four-year institution as the highest percentage at any of the CSU campuses. It is also apparent that the distribution of these percents for the private colleges and universities is higher than it is for either the UC or CSU campuses, but there is also greater variation within this group of institutions than there is for either of the public systems.

This table only illustrates in detail what was already known in general, particularly for the two public systems of higher education. One of the purposes of the community system in California is to prepare students for admission to the upper division of the CSU or UC systems who for one reason or another were not qualified for admission when they completed high school. The location, cost, and program offerings of the CSU campuses tend to attract more community college transfer students than do the university campuses.

Since the pattern of attendance at community college vs four-year college only is a factor related to CBEST passing rates, and there is so much variation among campuses of the various public and private systems, this variation may well contribute to the variation in published institutional passing rates. It would certainly seem to merit more investigation by the several institutions for currently attending students who must take the CBEST.

Table 9

Distributions of Percent of Examinees Who Attended Only Four-Year College(s) for Various Colleges and Universities

Percent of Examinees	Attending for Baccalaureate		Awarded Baccalaureate			
	CSU Campuses	Total	CSU Campuses	UC Campuses	Private Colleges	Total
92-95					1	1
80-91					3	3
68-79		2		4	3	7
56-67		0		3	4	7
44-55	4	4	6	1	1	8
32-43	10	10	9			9
20-31	5	5	4	—	—	4
Number	19	21	19	8	12	39
Median Percent	38	39	41	68	72	52

Note: A college /university was included in this table only if one hundred or more students or alumni took the CBEST, except for one CSU campus that had fewer than one hundred currently in attendance.

Skills Tutorial Work

Distributions of the percent of students at an institution who said they had had no post-secondary skills tutorial work are shown in Table 10. The relative positions of the several kinds of institutions is similar to those shown in the previous table, but there is much more overlap among the distributions. Apparently skills tutorial work is relatively common in most institutions. The data have not been analyzed in a way that would provide information on the types of skills for which such extra help is provided, however.

Again, this institutional variability in the percent of students who have received some kind(s) of skills tutorial work is a factor that may contribute to the variation among institutions in the CBEST passing rates.

Table 10

Distributions of Percent of Examinees Who Had No Skills Tutorial Work for Various Colleges/Universities

Percent of Examinees	Attending for Baccalaureate		Awarded Baccalaureate			
	CSU Campuses	Total	CSU Campuses	UC Campuses	Private Colleges	Total
84-85					1	1
80-83					0	0
76-79					3	3
72-75	2	2	4	1	3	8
68-71	3	4	10	3	4	17
64-67	7	7	4	3	1	8
60-63	6	6	0	1		1
56-59	0	1	1			1
52-55	1	1	—	—	—	—
Number	19	21	19	8	12	39
Median Percent	64	64	69	68	74	69

Ethnic Group Diversity

There are large differences in CBEST passing rates obtained by members of various ethnic groups. These differences are most likely the result of many complex social and educational factors that cannot be addressed in any brief background survey. The factors used in describing institutional diversity in the preceding section were also examined for ethnic groups. Statistics on these factors are presented in Table 11.

There is marked variation in the percentages of various ethnic groups who are currently attending college full-time working for a baccalaureate degree. Seventy percent or more of the members of three ethnic groups (Mexican Americans, Orientals and Asian Americans, and Whites) were in full-time attendance at the time of testing. Fewer than 60 percent of four other groups (American Indians, Blacks, Puerto Ricans, and Other Hispanics) were attending full-time.

There is variation among the several ethnic groups on the other factors investigated, but there do not appear to be any consistent trends, particularly when these percentages are considered in the light of the passing rates for the various ethnic groups.

Table 11

Percents of Ethnic Groups Giving a Selected Response on Three Background Questions

Ethnic Group	Attending College Full-time for Baccal.		Attended Only Four-Year College		Had No Skills Tutorial Work	
	Number	Percent	Number	Percent	Number	Percent
Currently Working for Baccalaureate						
American Indian	78	58	77	42	61	70
Black	365	52	358	56	286	57
Mexican American	710	70	709	40	574	64
Oriental, Asian American	290	70	288	67	234	57
Puerto-Rican	29	31	29	59	25	60
Other Hispanic	206	59	203	53	165	58
White	4,498	77	4,494	45	3,708	77
Other	181	65	176	56	152	59
Hold Baccalaureate						
American Indian			287	57	243	77
Black			1,643	67	1,439	66
Mexican American			1,481	50	1,266	66
Oriental, Asian American	Not		955	73	863	60
Puerto Rican	Applicable		81	75	77	73
Other Hispanic			535	59	450	61
White			20,013	61	17,362	72
Other			666	56	592	67

It seems likely that institutional study of factors related to CBEST performance would have to focus on detail about the kinds and quality of preparation in basic skills that members of ethnic minority group members have had. The relatively superficial kinds of information that can be obtained from a questionnaire like the one used with CBEST will not contribute to a better understanding of these important problems.

No detailed information has been presented in this report about the relation of language preference and ethnic minority group performance on the CBEST. This is a very obvious, and undoubtedly crucial, factor affecting the performance of examinees in one or more of the ethnic minority groups. Again, however, there is little that can be contributed to a better understanding of the problem and solutions through the kind of statistical approach to which a study of the sort being reported here is limited.

Finally, some very limited exploratory analysis was done of the relation between grade-point average and CBEST pass-fail information for white and non-white examinees attending two institutions having an appreciable number of non-white students. In this limited work, the correlation between the test and grade-average was a little higher for the non-white students than for the white students. There are, however, a number of complicating technical considerations in the interpretation of such data. The relatively small numbers of students, the limited information available about them, and the limited resources available to pursue this work at this time led to the conclusion that no useful information could be provided.

EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 12
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
ALL EXAMINEES

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
COLLEGE ATTENDANCE STATUS			
Full-time Student	12,194	8,414	69
Part-time Student	9,101	6,044	66
Have not attended college for			
1 or 2 years	3,339	2,317	69
3 to 9 years	4,548	3,036	66
10 or more years	3,039	2,276	74
Have never attended college	45	15	33
Did not respond	1,320	835	63
TOTAL	33,586		
PATTERN OF COLLEGE ATENDANCE			
Single four-year college	13,387	9,831	73
Two or more four-year colleges	5,373	4,004	74
Comm. coll. and one four-year coll.	9,835	6,162	62
Comm. coll. and 2 or more 4 yr coll	3,574	2,313	64
Did not respond	1,417	627	44
TOTAL	33,586		
SKILLS / TUTORIAL WORK			
No	19,125	13,813	72
Reading	1,185	646	54
Writing	1,722	1,108	64
Mathematics	1,096	710	64
Reading and writing	926	515	55
Reading and mathematics	217	138	63
Writing and mathematics	950	733	77
Reading, writing and mathematics	2,233	1,487	66
Did not respond	6,132	3,787	61
TOTAL	33,586		
SOPHMORE G.P.A.			
3.50 - 4.00	5,475	4,529	82
3.00 - 3.49	12,898	9,214	71
2.50 - 2.99	10,042	6,128	61
2.00 - 2.49	3,178	1,870	58
Less than 2.00	246	159	64
Did not respond	1,747	1,037	59
TOTAL	33,586		

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EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 12 (continued)
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
ALL EXAMINEES

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
SENIOR G.P.A.			
3.50 - 4.00	6,497	5,364	82
3.00 - 3.49	14,067	10,017	71
2.50 - 2.99	8,121	4,834	59
2.00 - 2.49	1,451	725	49
Less than 2.00	29	9	31
Did not respond	3,421	1,988	58
TOTAL	33,586		
STATE OF HIGH SCHOOL ATTENDANCE			
California	21,802	15,237	69
Other state	9,327	6,611	70
Other country	1,579	553	35
Did not respond	878	536	61
TOTAL	33,586		
MOST COMFORTABLE LANGUAGE			
Elementary School			
English	30,425	21,744	71
Another language	2,183	655	30
Did not respond	978	538	55
TOTAL	33,586		
Secondary School			
English	31,240	22,042	70
Another language	1,295	326	25
Did not respond	1,051	569	54
TOTAL	33,586		
College			
English	31,771	22,189	69
Another language	769	178	23
Did not respond	1,046	570	54
TOTAL	33,586		
Now			
English	31,968	22,252	69
Another language	668	129	19
Did not respond	950	556	58
TOTAL	33,586		

TABLE 12 (continued)
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
ALL EXAMINEES

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
ETHNIC GROUP			
American Indian, Eskimo or Aleut	361	244	67
Black, Afro-American or Negro	2,040	539	26
Mexican American or Chicano	2,133	834	39
Oriental or Asian American	1,259	637	50
Puerto Rican	110	45	40
Other Hispanic or Latin American	741	284	38
White	24,540	18,856	76
Other	855	533	62
Did not respond	1,547	965	62
TOTAL	33,586		
TOTAL GROUP	33,586	22,937	68

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EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 13
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
EXAMINEES ATTENDING COLLEGE FOR A BACCALAUREATE DEGREE

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
COLLEGE ATTENDANCE STATUS			
Full-time Student	4,723	2,981	63
Part-time Student	1,250	615	49
Have not attended college for			
1 or 2 years	188	103	54
3 to 9 years	254	111	43
10 or more years	104	56	53
Have never attended college	2	1	50
Did not respond	42	23	54
TOTAL	6,563		
PATTERN OF COLLEGE ATENDANCE			
Single four-year college	2,189	1,405	64
Two or more four-year colleges	857	572	[illegible]
Comm. coll. and one four-year coll.	2,606	1,417	[illegible]
Comm. coll. and 2 or more 4 yr coll	835	475	56
Did not respond	76	21	27
TOTAL	6,563		
SKILLS / TUTORIAL WORK			
No	3,405	2,134	62
Reading	249	130	52
Writing	359	194	54
Mathematics	246	145	58
Reading and writing	218	91	41
Reading and mathematics	41	17	41
Writing and mathematics	230	172	74
Reading, writing and mathematics	551	331	60
Did not respond	1,264	676	53
TOTAL	6,563		
SOPHMORE G.P.A.			
3.50 - 4.00	1,165	903	77
3.00 - 3.49	2,562	1,602	62
2.50 - 2.99	1,992	991	49
2.00 - 2.49	604	278	46
Less than 2.00	38	19	50
Did not respond	202	97	48
TOTAL	6,563		

TABLE 13 (continued)
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
EXAMINEES ATTENDING COLLEGE FOR A BACCALAUREATE DEGREE

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
SENIOR G.P.A.			
3.50 - 4.00	982	777	79
3.00 - 3.49	2,188	1,350	61
2.50 - 2.99	1,409	638	45
2.00 - 2.49	257	89	34
Less than 2.00	7	2	28
Did not respond	1,720	1,034	60
TOTAL	6,563		
STATE OF HIGH SCHOOL ATTENDANCE			
California	5,077	3,121	61
Other state	1,092	643	58
Other country	325	94	28
Did not respond	69	32	46
TOTAL	6,563		
MOST COMFORTABLE LANGUAGE			
Elementary School			
English	5,898	3,742	63
Another language	583	124	21
Did not respond	82	24	29
TOTAL	6,563		
Secondary School			
English	6,130	3,800	61
Another language	330	59	17
Did not respond	103	31	30
TOTAL	6,563		
College			
English	6,275	3,827	60
Another language	182	30	16
Did not respond	106	33	31
TOTAL	6,563		
Now			
English	6,309	3,836	60
Another language	174	27	15
Did not respond	80	27	33
TOTAL	6,563		

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EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 13 (continued)
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
EXAMINEES ATTENDING COLLEGE FOR A BACCALAUREATE DEGREE

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
ETHNIC GROUP			
American Indian, Eskimo or Aleut	79	51	64
Black, Afro-American or Negro	367	87	23
Mexican American or Chicano	713	210	29
Oriental or Asian American	293	139	47
Puerto Rican	29	13	44
Other Hispanic or Latin American	209	62	29
White	4,525	3,137	69
Other	181	105	58
Did not respond	167	86	51
TOTAL	6,563		
TOTAL GROUP	6,563	3,890	[illegible]

EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 14
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
EXAMINEES WHO HOLD THE BACCALAUREATE

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
COLLEGE ATTENDANCE STATUS			
Full-time Student	8,272	5,857	70
Part-time Student	8,009	5,494	68
Have not attended college for			
1 or 2 years	3,068	2,182	71
3 to 9 years	4,092	2,827	69
10 or more years	2,768	2,125	76
Have never attended college	7	5	71
Did not respond	705	455	64
TOTAL	26,921		
PATTERN OF COLLEGE ATENDANCE			
Single four-year college	11,484	8,540	74
Two or more four-year colleges	4,616	3,478	75
Comm. coll. and one four-year coll.	7,458	4,877	65
Comm. coll. and 2 or more 4 yr coll	2,795	1,862	66
Did not respond	568	188	33
TOTAL	26,921		
SKILLS / TUTORIAL WORK			
No	16,078	11,869	73
Reading	954	529	55
Writing	1,416	948	66
Mathematics	892	587	65
Reading and writing	748	435	58
Reading and mathematics	187	126	67
Writing and mathematics	750	585	78
Reading, writing and mathematics	1,748	1,195	68
Did not respond	4,148	2,671	64
TOTAL	26,921		
SOPHMORE G.P.A.			
3.50 - 4.00	4,384	3,687	84
3.00 - 3.49	10,601	7,777	73
2.50 - 2.99	8,350	5,261	63
2.00 - 2.49	2,654	1,618	60
Less than 2.00	213	144	67
Did not respond	719	458	63
TOTAL	26,921		

UN DATE: 12/16/83 -- CALIFORNIA BASIC EDUCATIONAL SKILLS TEST -- PAGE: 2

EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 14 (continued)
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
EXAMINEES WHO HOLD THE BACCALAUREATE

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
SENIOR G.P.A.			
3.50 - 4.00	5,650	4,685	82
3.00 - 3.49	12,338	8,905	72
2.50 - 2.99	7,060	4,324	61
2.00 - 2.49	1,240	651	52
Less than 2.00	20	6	30
Did not respond	613	374	61
TOTAL	26,921		
STATE OF HIGH SCHOOL ATTENDANCE			
California	17,308	12,460	71
Other state	8,213	5,936	72
Other country	1,223	450	36
Did not respond	177	99	55
TOTAL	26,921		
MOST COMFORTABLE LANGUAGE			
Elementary School			
English	25,003	18,290	73
Another language	1,667	547	32
Did not respond	251	108	43
TOTAL	26,921		
Secondary School			
English	25,617	18,540	72
Another language	994	271	27
Did not respond	310	134	43
TOTAL	26,921		
College			
English	26,036	18,663	71
Another language	581	145	24
Did not respond	304	137	45
TOTAL	26,921		
Now			
English	26,153	18,707	71
Another language	509	106	2[illegible]
Did not respond	259	132	5[illegible]
TOTAL	26,921		

RUN DATE: 12/16/83 -- CALIFORNIA BASIC EDUCATIONAL SKILLS TEST -- PAGE: 3
EXAMINATION ADMINISTRATION REPORT
1982/1983 ADMINISTRATION

TABLE 14 (continued)
PASSING RATES FOR VARIOUS CBEST BACKGROUND QUESTIONNAIRE RESPONSES
EXAMINEES WHO HOLD THE BACCALAUREATE

(FIRST-TIME TEST TAKERS ONLY)

GROUP	NUMBER RESPONDING	NUMBER PASSING	PERCENT PASSING
ETHNIC GROUP			
American Indian, Eskimo or Aleut	294	207	70
Black, Afro-American or Negro	1,734	473	27
Mexican American or Chicano	1,541	664	43
Oriental or Asian American	1,000	523	52
Puerto Rican	88	34	38
Other Hispanic or Latin American	562	232	41
White	20,270	15,893	78
Other	691	450	65
Did not respond	741	469	63
TOTAL	26,921		
TOTAL GROUP	26,921	18,945	70

APPENDIX A

CBEST BACKGROUND QUESTIONS

The background questions discussed in this report were obtained as part of the CBEST test registration process. Questions 1-9 inclusive asked for identifying information and information related to the test registration. Questions 10-26 are the ones discussed in this report. To save space, the response options for questions 10, 11, and 12 are not listed, since they appear in the table in Appendix B.

10. Why are you taking the CBEST?

11. If you are taking the test to qualify for a credential, what is the credential?

12. What is your current employment status?

13. What is your college attendance status?

    1 Full-time student
    2 Part-time student
    Have not attended college at least half-time for:
    3 1 or 2 years
    4 3-9 years
    5 10 or more years
    6 Have never attended college (If you choose this response, skip questions 14-22 and go to question 23.)

14. Which of the following best describes your pattern of college attendance while working for the bachelor's degree? (If you are still working for a bachelor's degree, answer this question based on your hsitory to date.) Attended:

    1 a single four-year college or university
    2 two or more four-year colleges or universities
    3 community or junior college and one college for upper division work
    4 community or junior college and two or more colleges for upper division work.

Use the College Code List on page 10 to answer questions 15-18.

15. a. If you are working for a bachelor's degree, what college are you attending?

    b, If you have a bachelor's degree, what college or university awarded it?

16. At what college or institution did you do the largest part of your major field course work for the bachelor's degree?

APPENDIX A

17. If a college or university has recommended you for the next credential you wish to receive, what one was it?

18. At what college did you do the largest part of your work in general education (English, mathematics, science, etc., outside your major field) for the bachelor's degree?

19. Did you take any courses or do tutorial work, credit or non-credit, in college (after high school) to improve your skills in reading, writing, and mathematics?

1 No
2 Yes

20. If you answered yes to 19, for which skill(s)?

a. 1 reading
b. 2 writing
c. 3 mathematics

21. To the best of your recollection, what was your grade-point average at the end of your sophomore year in college?

1 3.50-4.00
2 3.00-3.49
3 2.50-2.99
4 2.00-2.49
5 Less than 2.00

22. To the best of your recollection, what was your grade-point average at the end of your senior year in college?

1 3.50-4.00
2 3.00-3.49
3 2.50-2.99
4 2.00-2.49
5 Less than 2.00
6 Am not yet a senior

23. Where did you attend high school?

1 More than two years in California
2 More than two years in the United States but not in California
3. More than two years in another country

24. In what language did you feel most comfortable while:

	English	Another Language
a. attending elementary school?	1	2
b. attending secondary school?	1	2
c. attending college?	1	2

25. In what language do you feel most comfortable now?

1. English
2. Another language

APPENDIX A

26. How do you describe yourself?

1 American Indian, Eskimo, or Aleut
2 Black, Afro-American, or Negro
3 Mexican American or Chicano
4 Oriental or Asian American
5 Puerto Rican
6 Other Hispanic or Latin American
7 White
8 Other (please specify your registration form).

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TABLE 1
PERCENTS OF EXAMINEES PASSING THE CBEST

	FIRST-TIME TEST TAKERS				REPEATERS			
	7/83 ADMINISTRATION		TOTAL YEAR TO DATE		7/83 ADMINISTRATION		TOTAL YEAR TO DATE	
	NUMBER OF EXAMINEES	PERCENT PASSING	NUMBER OF EXAMINEES	PERCENT PASSING	NUMBER OF EXAMINEES	PERCENT PASSING	NUMBER OF EXAMINEES	PERCENT PASSING
TOTAL GROUP TESTED	10,478	66	33,586	68	2,363	33	5,133	36
REASON FOR TAKING THE CBEST								
For a Teaching Credential	5,465	66	19,855	68	1,493	34	3,449	37
For a Services Credential	881	74	2,918	78	111	32	248	39
For Full- or Part-time Employment	1,399	68	3,557	68	251	27	488	32
For Inclusion on the Sub. Teacher	1,604	64	4,015	64	264	29	457	34
For Admission to a Coll. or Univ.	155	61	359	65	12	25	24	41
For a Certificate of Clearance	193	69	766	67	42	40	90	34
Other	301	67	878	68	24	33	51	31
Did Not Respond	480		1,239		166		326	
CREDENTIAL FOR WHICH THE CBEST IS BEING TAKEN								
Multiple Subject	2,590	64	10,497	66	852	34	2,063	38
Single Subject	1,824	66	6,275	68	499	32	1,063	35
Specialist Instruction	461	68	1,600	72	133	33	255	37
Designated Subjects	160	60	334	63	8	75	14	71
Administrative Services	599	75	2,028	78	69	28	147	38
Health Services	26	76	68	69	3	33	4	25
Librarianship Services	19	78	43	79	3	33	9	55
Clinical-Rehab. Services	149	80	518	82	30	50	62	48
Children's Center Permit	231	34	479	36	18	11	30	20
Development Center Permit	7	42	12	58	2	0	2	0
Miller/Unruh Reading Specialist	44	77	103	72	2	0	7	14
Resource Specialist	193	76	419	76	11	36	27	40
Eminence	18	50	47	59	6	33	15	40
Emergency	1,510	62	4,314	59	307	27	750	27
Adapted P.E. Authorization	24	70	57	70	2	50	2	50
Sup. & Coord. of Desig. Subjects	3	33	8	50	0	0	0	0
Bilingual Certificate	84	63	204	61	12	33	21	23
Certificate of Clearance	81	64	233	64	12	8	20	20
Supplementary Subject Auth.	79	72	170	77	6	33	8	37
Other	537	70	1,547	74	47	34	96	40
Did not Respond	1,839		4,628		261		538	
PRESENT EMPLOYMENT STATUS								
Full-time teacher	2,653	68	7,940	67	686	30	1,440	31
Part-time teacher	471	67	1,218	72	60	26	118	32
Substitute teacher	1,913	59	6,086	60	579	29	1,149	32
School professional	507	70	1,393	73	49	34	109	36
Full-time student	2,026	66	10,327	71	583	36	1,547	42
Other	2,209	71	4,953	72	205	44	371	47
Did not respond	699		1,669		193		399	

-- CALIFORNIA BASIC EDUCATIONAL SKILLS TEST --
EXAMINATION ADMINISTRATION REPORT
ADMINISTRATION DATE: 7/83

TABLE 1 continued
PERCENTS OF EXAMINEES PASSING THE CBEST

	FIRST-TIME TEST TAKERS				REPEATERS			
	7/83 ADMINISTRATION		TOTAL YEAR TO DATE		7/83 ADMINISTRATION		TOTAL YEAR TO DATE	
	NUMBER OF EXAMINEES	PERCENT PASSING	NUMBER OF EXAMINEES	PERCENT PASSING	NUMBER OF EXAMINEES	PERCENT PASSING	NUMBER OF EXAMINEES	PERCENT PASSING
SEX								
Male	2,089	66	8,840	68	644	34	1,342	38
Female	7,555	66	24,616	68	1,702	32	3,756	35
Did not respond	34		130		17		35	
ETHNIC GROUP								
American Indian, Eskimo, or Aleut	112	63	361	67	20	39	56	39
Black, Afro American, or Negro	724	25	2,040	26	311	16	560	19
Mexican American or Chicano	555	38	2,133	39	390	26	701	28
Oriental or Asian American	379	44	1,259	50	143	28	360	26
Puerto Rican	30	36	110	40	20	20	31	22
Other Hispanic or Latin American	221	31	741	38	115	26	249	24
White	7,666	75	24,540	76	1,071	43	2,493	46
Other	279	55	855	62	59	23	128	34
Did not respond	512		1,547		226		475	

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